



Correlation to the
Florida Course Description for
Science – Grade Two
Course Code 5020030

HMH Florida Science Grade 2
©2019

2016-2017 STATE OF FLORIDA INSTRUCTIONAL MATERIALS ADOPTION
STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:

3258

SUBMISSION TITLE:

HMH Florida Science Grade 2 ©2019

GRADE LEVEL:

2

COURSE TITLE:

Science – Grade Two

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5020030

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BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.2.E.6.1	Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.	SE: Unit 3, Lesson 1, pp. 87–96; Unit 3 Review, pp. 111–114 TE: Unit 3, Lesson 1, pp. 87A–96A; Unit 3 Review, pp. 111–114 Student Interactive Digital Curriculum: Unit 3, Lesson 1, What Are Rocks? Teacher Digital Management Center: Unit 3, Lesson 1, What Are Rocks?
SC.2.E.6.2	Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.	SE: Unit 3, Lesson 2, pp. 99–106; Unit 3 Review, pp. 111–114 TE: Unit 3, Lesson 2, pp. 99A–106A; Unit 3 Review, pp. 111–114 Student Interactive Digital Curriculum: Unit 3, Lesson 2, What Is Soil? Teacher Digital Management Center: Unit 3, Lesson 2, What Is Soil?
SC.2.E.6.3	Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.	SE: Unit 3, Lesson 2, pp. 99–106; Unit 3, Lesson 3, pp. 107–110; Unit 3 Review, pp. 111–114 TE: Unit 3, Lesson 2, pp. 99A–106A; Unit 3, Lesson 3, pp. 107A–110A; Unit 3 Review, pp. 111–114 Student Interactive Digital Curriculum: Unit 3, Lesson 2, What Is Soil?; Unit 3, Lesson 3, How Do Soils Differ? Teacher Digital Management Center: Unit 3, Lesson 2, What Is Soil?; Unit 3, Lesson 3, How Do Soils Differ?

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SC.2.E.7.1	Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.	<p>SE: Unit 4, Lesson 1, pp. 117–128; Unit 4 Review, pp. 151–154</p> <p>TE: Unit 4, Lesson 1, pp. 117A–128A; Unit 4 Review, pp. 151–154</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 1, How Does Weather Change?</p> <p>Teacher Digital Management Center: Unit 4, Lesson 1, How Does Weather Change?</p>
SC.2.E.7.2	Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.	<p>SE: Unit 4, Lesson 2, pp. 129–132; Unit 4 Review, pp. 151–154</p> <p>TE: Unit 4, Lesson 2, pp. 129A–132A; Unit 4 Review, pp. 151–154</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 2, How Does the Sun Heat Earth?</p> <p>Teacher Digital Management Center: Unit 4, Lesson 2, How Does the Sun Heat Earth?</p>
SC.2.E.7.3	Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).	<p>SE: Unit 4, Lesson 3, pp. 133–136; Unit 4, Lesson 4, pp. 137–144; Unit 4 Review, pp. 151–154</p> <p>TE: Unit 4, Lesson 3, pp. 133A–136A; Unit 4, Lesson 4, pp. 137A–144A; Unit 4 Review, pp. 151–154</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 3, What Is Evaporation?; Unit 4, Lesson 4, How Can We Prepare for Severe Weather?</p> <p>Teacher Digital Management Center: Unit 4, Lesson 3, What Is Evaporation?; Unit 4, Lesson 4, How Can We Prepare for Severe Weather?</p>
SC.2.E.7.4	Investigate that air is all around us and that moving air is wind.	<p>SE: Unit 4, Lesson 1, pp. 117–128; Unit 4 Review, pp. 151–154</p> <p>TE: Unit 4, Lesson 1, pp. 117A–128A; Unit 4 Review, pp. 151–154</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 1, How Does Weather Change?</p> <p>Teacher Digital Management Center: Unit 4, Lesson 1, How Does Weather Change?</p>
SC.2.E.7.5	State the importance of preparing for severe weather, lightning, and other weather related events.	<p>SE: Unit 4, Lesson 4, pp. 137–144; Unit 4 STEM, pp. 145–146; Unit 4 Review, pp. 151–154</p> <p>TE: Unit 4, Lesson 4, pp. 137A–144A; Unit 4 STEM, pp. 145–146; Unit 4 Review, pp. 151–154</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 4, How Can We Prepare for Severe Weather?</p> <p>Teacher Digital Management Center: Unit 4, Lesson 4, How Can We Prepare for Severe Weather?</p>
SC.2.L.14.1	Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.	<p>SE: Unit 9, Lesson 1, pp. 287–298; Unit 9, Lesson 2, pp. 301–304; Unit 9 Review, pp. 305–308</p> <p>TE: Unit 9, Lesson 1, pp. 287A–298A; Unit 9, Lesson 2, pp. 301A–304A; Unit 9 Review, pp. 305–308</p> <p>Student Interactive Digital Curriculum: Unit 9, Lesson 1, What Makes Up the Human Body?; Unit 9, Lesson 2, What Changes Your Heart Rate?</p> <p>Teacher Digital Management Center: Unit 9, Lesson 1, What Makes Up the Human Body?; Unit 9, Lesson 2, What Changes Your Heart Rate?</p>

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SC.2.L.16.1	Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.	<p>SE: Unit 10, Lesson 1, pp. 311–322, Unit 10, Lesson 2, pp. 325–328, Unit 10, Lesson 3, pp. 329–340, Unit 10 Review, pp. 345–348</p> <p>TE: Unit 10, Lesson 1, pp. 311A–322A, Unit 10, Lesson 2, pp. 325A–328A, Unit 10, Lesson 3, pp. 329A–340A, Unit 10 Review, pp. 345–348</p> <p>Student Interactive Digital Curriculum: Unit 10, Lesson 1, What Are Some Animal Life Cycles?; Unit 10, Lesson 2, How Does a Bean Plant Grow?; Unit 10, Lesson 3, What Are Some Plant Life Cycles?</p> <p>Teacher Digital Management Center: Unit 10, Lesson 1, What Are Some Animal Life Cycles?; Unit 10, Lesson 2, How Does a Bean Plant Grow?; Unit 10, Lesson 3, What Are Some Plant Life Cycles?</p>
SC.2.L.17.1	Compare and contrast the basic needs that all living things, including humans, have for survival.	<p>SE: Unit 11, Lesson 1, pp. 351–358; Unit 11, Lesson 2, pp. 359–368; Unit 11 Review, pp. 389–392</p> <p>TE: Unit 11, Lesson 1, pp. 351A–358A; Unit 11, Lesson 2, pp. 359A–368A; Unit 11 Review, pp. 389–392</p> <p>Student Interactive Digital Curriculum: Unit 11, Lesson 1, What Are Plant Needs?; Unit 11, Lesson 2, What Are Animal Needs?</p> <p>Teacher Digital Management Center: Unit 11, Lesson 1, What Are Plant Needs?; Unit 11, Lesson 2, What Are Animal Needs?</p>
SC.2.L.17.2	Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.	<p>SE: Unit 11, Lesson 3, pp. 373–376; Unit 11, Lesson 4, pp. 379–388; Unit 11 Review, pp. 389–392</p> <p>TE: Unit 11, Lesson 3, pp. 373A–376A; Unit 11, Lesson 4, pp. 379A–388A; Unit 11 Review, pp. 389–392</p> <p>Student Interactive Digital Curriculum: Unit 11, Lesson 3, Can Plants Survive in Different Environments?; Unit 11, Lesson 4, Where Do Plants and Animals Live?</p> <p>Teacher Digital Management Center: Unit 11, Lesson 3, Can Plants Survive in Different Environments?; Unit 11, Lesson 4, Where Do Plants and Animals Live?</p>

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SC.2.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.	<p>SE: Unit 1, Lesson 1, pp. 3–12; Unit 1, Lesson 2, pp. 13–20; Unit 1, Lesson 3, pp. 23–26; Unit 1, Lesson 4, pp. 27–36; Unit 1, Lesson 5, pp. 37–40; Unit 1, Review, pp. 41–44; Unit 2, Lesson 1, pp. 47–58; Unit 2, Lesson 2, pp. 59–62; Unit 2, Lesson 4, pp. 75–78; Unit 2 Review, pp. 81–84; Unit 3, Lesson 1, pp. 87–96; Unit 3, Lesson 2, pp. 99–106; Unit 3, Lesson 3, pp. 107–110; Unit 3 Review, pp. 111–114; Unit 4, Lesson 1, pp. 117–128; Unit 4, Lesson 2, pp. 129–132; Unit 4, Lesson 3, pp. 133–136; Unit 4, Lesson 4, p. 137–144; Unit 4 Review, pp. 151–154; Unit 5, Lesson 1, pp. 157–166; Unit 5, Lesson 3, pp. 171–180; Unit 5, Lesson 4, pp. 183–186; Unit 5 Review, pp. 191–194; Unit 6, Lesson 1, pp. 197–206; Unit 6, Lesson 2, pp. 211–214; Unit 6 Review, pp. 217–220; Unit 7, Lesson 1, pp. 223–232; Unit 7, Lesson 2, pp. 233–236; Unit 7 Review, pp. 243–246; Unit 8, Lesson 1, pp. 249–258; Unit 8, Lesson 2, pp. 259–262; Unit 8, Lesson 3, pp. 263–272; Unit 8, Lesson 4, pp. 273–276; Unit 8 Review, pp. 281–284; Unit 9, Lesson 1, pp. 287–298, Unit 9, Lesson 2, pp. 301–304, Unit 9 Review, pp. 305–308</p> <p>TE: Unit 1, Lesson 1, pp. 3A–12A; Unit 1, Lesson 2, pp. 13A–20A; Unit 1, Lesson 3, pp. 23A–26A; Unit 1, Lesson 4, pp. 27A–36A; Unit 1, Lesson 5, pp. 37A–40A; Unit 1, Review, pp. 41–44; Unit 2, Lesson 1, pp. 47A–58A; Unit 2, Lesson 2, pp. 59A–62A; Unit 2, Lesson 4, pp. 75A–78A; Unit 2 Review, pp. 81–84; Unit 3, Lesson 1, pp. 87A–96A; Unit 3, Lesson 2, pp. 99A–106A; Unit 3, Lesson 3, pp. 107A–110A; Unit 3 Review, pp. 111–114; Unit 4, Lesson 1, pp. 117A–128A; Unit 4, Lesson 2, pp. 129A–132A; Unit 4, Lesson 3, pp. 133A–136A; Unit 4, Lesson 4, p. 137A–144A; Unit 4 Review, pp. 151–154; Unit 5, Lesson 1, pp. 157A–166A; Unit 5, Lesson 3, pp. 171A–180A; Unit 5, Lesson 4, pp. 183–186A; Unit 5 Review, pp. 191–194; Unit 6, Lesson 1, pp. 197A–206A; Unit 6, Lesson 2, pp. 211A–214A; Unit 6 Review, pp. 217–220; Unit 7, Lesson 1, pp. 223A–232A; Unit 7, Lesson 2, pp. 233A–236A; Unit 7 Review, pp. 243–246; Unit 8, Lesson 1, pp. 249A–258A; Unit 8, Lesson 2, pp. 259A–262A; Unit 8, Lesson 3, pp. 263A–272A; Unit 8, Lesson 4, pp. 273A–276A; Unit 8 Review, pp. 281–284; Unit 9, Lesson 1, pp. 287A–298A; Unit 9, Lesson 2, pp. 301A–304A; Unit 9 Review, pp. 305–308</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, How Do We Use Inquiry Skills?; Unit 1, Lesson 2, How Do We Use Science Tools?; Unit 1, Lesson 3, What Tools Can We Use?; Unit 1, Lesson 4, How Do Scientists Think?; Unit 1, Lesson 5, How Do We Solve a Problem?; Unit 2, Lesson 1, What Is the Design Process?; Unit 2, Lesson 2, How Can We Use the Design Process?; Unit 2, Lesson 4, How Can We Improve Technology?; Unit 3, Lesson 1, What Are Rocks?; Unit 3, Lesson 2, What Is Soil?; Unit 3, Lesson 3, How Do Soils Differ?; Unit 4, Lesson 1, How Does Weather Change?; 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SC.2.N.1.2	Compare the observations made by different groups using the same tools.	<p>SE: Unit 1, Lesson 1, pp. 3–12; Unit 1, Lesson 2, pp. 13–20; Unit 1, Lesson 3, pp. 23–26; Unit 1, Lesson 4, pp. 27–36; Unit 1 Review, pp. 41–44; Unit 3, Lesson 2, pp. 99–106; Unit 3, Review, pp. 111–114; Unit 4, Lesson 2, pp. 129–132; Unit 4, Lesson 3, pp. 133–136; Unit 4, Lesson 4, pp. 137–144; Unit 4 Review, pp. 151–154; Unit 5, Lesson 2, pp. 167–170; Unit 5, Lesson 4, pp. 183–186; Unit 5 Review, pp. 191–194; Unit 8, Lesson 4, pp. 273–276; Unit 8 Review, pp. 281–284</p> <p>TE: Unit 1, Lesson 1, pp. 3A–12A; Unit 1, Lesson 2, pp. 13A–20A; Unit 1, Lesson 3, pp. 23A–26A; Unit 1, Lesson 4, pp. 27A–36A; Unit 1 Review, pp. 41–44; Unit 3, Lesson 2, pp. 99A–106A; Unit 3, Review, pp. 111–114; Unit 4, Lesson 2, pp. 129A–132A; Unit 4, Lesson 3, pp. 133A–136A; Unit 4, Lesson 4, pp. 137A–144A; Unit 4 Review, pp. 151–154; Unit 5, Lesson 2, pp. 167A–170A; Unit 5, Lesson 4, pp. 183–186A; Unit 5 Review, pp. 191–194; Unit 8, Lesson 4, pp. 273A–276A; Unit 8 Review, pp. 281–284</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, How Do We Use Inquiry Skills?; Unit 1, Lesson 2, How Do We Use Science Tools?; Unit 1, Lesson 3, What Tools Can We Use?; Unit 1, Lesson 4, How Do Scientists Think?; Unit 3, Lesson 2, What Is Soil?; Unit 4, Lesson 2, How Does the Sun Heat Earth?; Unit 4, Lesson 3, What Is Evaporation?; Unit 4, Lesson 4, How can We Prepare for Severe Weather?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 5, Lesson 4, How Can We Compare Volumes?; Unit 8, Lesson 4, How Strong Is a Magnet?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 1, How Do We Use Inquiry Skills?; Unit 1, Lesson 2, How Do We Use Science Tools?; Unit 1, Lesson 3, What Tools Can We Use?; Unit 1, Lesson 4, How Do Scientists Think?; Unit 3, Lesson 2, What Is Soil?; Unit 4, Lesson 2, How Does the Sun Heat Earth?; Unit 4, Lesson 3, What Is Evaporation?; Unit 4, Lesson 4, How can We Prepare for Severe Weather?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 5, Lesson 4, How Can We Compare Volumes?; Unit 8, Lesson 4, How Strong Is a Magnet?</p>

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SC.2.N.1.3	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.	<p>SE: Unit 1, Lesson 1, pp. 3–12; Unit 1, Lesson 4, pp. 27–36; Unit 1 Review, pp. 41–44; Unit 2, Lesson 1, pp. 47–58; Unit 2, Lesson 2, pp. 59–62; Unit 2, Lesson 4, pp. 75–78; Unit 2 Review, pp. 81–84; Unit 3, Lesson 3, pp. 107–110; Unit 3 Review, pp. 111–114; Unit 4, Lesson 2, pp. 129–132; Unit 4, Lesson 3, pp. 133–136; Unit 4 Review, pp. 151–154; Unit 5, Lesson 2, pp. 167–170; Unit 5 Review, pp. 191–194; Unit 6, Lesson 1, pp. 211–214; Unit 6 Review, pp. 217–220; Unit 8, Lesson 2, pp. 259–262; Unit 8, Lesson 4, pp. 273–276; Unit 8 Review, pp. 281–284; Unit 9, Lesson 2, pp. 301–304; Unit 9 Review, pp. 305–308; Unit 10, Lesson 2, pp. 325–328; Unit 10 Review, pp. 345–348; Unit 11, Lesson 3, pp. 373–376; Unit 11 Review, pp. 389–392</p> <p>TE: Unit 1, Lesson 1, pp. 3A–12A; Unit 1, Lesson 4, pp. 27A–36A; Unit 1 Review, pp. 41–44; Unit 2, Lesson 1, pp. 47A–58A; Unit 2, Lesson 2, pp. 59A–62A; Unit 2, Lesson 4, pp. 75A–78A; Unit 2 Review, pp. 81–84; Unit 3, Lesson 3, pp. 107A–110A; Unit 3 Review, pp. 111–114; Unit 4, Lesson 2, pp. 129A–132A; Unit 4, Lesson 3, pp. 133A–136A; Unit 4 Review, pp. 151–154; Unit 5, Lesson 2, pp. 167A–170A; Unit 5 Review, pp. 191–194; Unit 6, Lesson 1, pp. 211A–214A; Unit 6 Review, pp. 217–220; Unit 8, Lesson 2, pp. 259A–262A; Unit 8, Lesson 4, pp. 273A–276A; Unit 8 Review, pp. 281–284; Unit 9, Lesson 2, pp. 301A–304A; Unit 9 Review, pp. 305–308; Unit 10, Lesson 2, pp. 325A–328A; Unit 10 Review, pp. 345–348; Unit 11, Lesson 3, pp. 373A–376A; Unit 11 Review, pp. 389–392</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, How Do We Use Inquiry Skills?; Unit 1, Lesson 4, How Do Scientists Think?; Unit 2, Lesson 1, What Is the Design Process?; Unit 2, Lesson 2, How Can We Use the Design Process?; Unit 2, Lesson 4, How Can We Improve Technology?; Unit 3, Lesson 3, What Is Soil?; Unit 4, Lesson 2, How Does the Sun Heat Earth?; Unit 4, Lesson 3, What Is Evaporation?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 6, Lesson 1, How Does Matter Change?; Unit 8, Lesson 2, How Do Forces Make Objects Move?; Unit 8, Lesson 4, How Strong Is a Magnet?; Unit 9, Lesson 2, What Changes Your Heart Rate?; Unit 10, Lesson 2, How does a Bean Plant Grow?; Unit 11, Lesson 3, Can Plants Survive in Different Environments?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 1, How Do We Use Inquiry Skills?; Unit 1, Lesson 4, How Do Scientists Think?; Unit 2, Lesson 1, What Is the Design Process?; Unit 2, Lesson 2, How Can We Use the Design Process?; Unit 2, Lesson 4, How Can We Improve Technology?; Unit 3, Lesson 3, What Is Soil?; Unit 4, Lesson 2, How Does the Sun Heat Earth?; Unit 4, Lesson 3, What Is Evaporation?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 6, Lesson 1, How Does Matter Change?; Unit 8, Lesson 2, How Do Forces Make Objects Move?; Unit 8, Lesson 4, How Strong Is a Magnet?; Unit 9, Lesson 2, What Changes Your Heart Rate?; Unit 10, Lesson 2, How does a Bean Plant Grow?; Unit 11, Lesson 3, Can Plants Survive in Different Environments?</p>
SC.2.N.1.4	Explain how particular scientific investigations should yield similar conclusions when repeated.	<p>SE: Unit 1, Lesson 4, pp. 27–36; Unit 1 Review, pp. 41–44; Unit 4, Lesson 1, pp. 117–128; Unit 4, Lesson 3, pp. 133–136; Unit 4, Lesson 4, pp. 137–144; Unit 4 Review, pp. 151–154; Unit 5, Lesson 2, pp. 167–170; Unit 5 Review, pp. 191–194; Unit 6, Lesson 2, pp. 211–214; Unit 6 Review, pp. 217–220; Unit 11, Lesson 1, pp. 351–358; Unit 11, Lesson 3, pp. 373–376; Unit 11, Review, pp. 389–392</p> <p>TE: Unit 1, Lesson 4, pp. 27A–36A; Unit 1 Review, pp. 41–44; Unit 4, Lesson 1, pp. 117A–128A; Unit 4, Lesson 3, pp. 133A–136A; Unit 4, Lesson 4, pp. 137A–144A; Unit 4 Review, pp. 151–154; Unit 5, Lesson 2, pp. 167A–170A; Unit 5 Review, pp. 191–194; Unit 6, Lesson 2, pp. 211A–214A; Unit 6 Review, pp. 217–220; Unit 11, Lesson 1, pp. 351A–358A; Unit 11, Lesson 3, pp. 373A–376A; Unit 11, Review, pp. 389–392</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 4, How Do Scientists Think?; Unit 4, Lesson 1, How Does Weather Change?; Unit 4, Lesson 3, What Is Evaporation?; Unit 4, Lesson 4, How Can We Prepare for Severe Weather?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 6, Lesson 2, How Can We Change Matter?; Unit 11, Lesson 1, What Are Plant Needs?; Unit 11, Lesson 3, Can Plants Survive in Different Environments?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 4, How Do Scientists Think?; Unit 4, Lesson 1, How Does Weather Change?; Unit 4, Lesson 3, What Is Evaporation?; Unit 4, Lesson 4, How Can We Prepare for Severe Weather?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 6, Lesson 2, How Can We Change Matter?; Unit 11, Lesson 1, What Are Plant Needs?; Unit 11, Lesson 3, Can Plants Survive in Different Environments?</p>
SC.2.N.1.5	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).	<p>SE: Unit 1, Lesson 2, pp. 13–20; Unit 1, Lesson 4, pp. 27–36; Unit 1 Review, pp. 41–44; Unit 3, Lesson 3, pp. 107–110; Unit 3 Review, pp. 111–114; Unit 5, Lesson 1, 157–166; Unit 5 Review, pp. 191–194; Unit 6, Lesson 2, pp. 211–214; Unit 6 Review, pp. 217–220; Unit 8, Lesson 2, pp. 259–262; Unit 8 Review, pp. 281–284; Unit 11, Lesson 1, pp. 351–358; Unit 11, Lesson 3, pp. 373–376; Unit 11 Review, pp. 389–392</p> <p>TE: Unit 1, Lesson 2, pp. 13A–20A; Unit 1, Lesson 4, pp. 27A–36A; Unit 1 Review, pp. 41–44; Unit 3, Lesson 3, pp. 107A–110A; Unit 3 Review, pp. 111–114; Unit 5, Lesson 1, 157A–166A; Unit 5 Review, pp. 191–194; Unit 6, Lesson 2, pp. 211A–214A; Unit 6 Review, pp. 217–220; Unit 8, Lesson 2, pp. 259A–262A; Unit 8 Review, pp. 281–284; Unit 11, Lesson 1, pp. 351A–358A; Unit 11, Lesson 3, pp. 373A–376A; Unit 11 Review, pp. 389–392</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 2, How Do We Use Science Tools?; Unit 1, Lesson 4, How Do Scientists Think?; Unit 3, Lesson 3, How Do Soils Differ?; Unit 5, Lesson 1, What Are Properties of Matter?; Unit 6, Lesson 2, How Can We Change Matter?; Unit 8, Lesson 2, How Do Forces Make Objects Move?; Unit 11, Lesson 1, What Are Plant Needs?; Unit 11, Lesson 3, Can Plants Survive in Different Environments?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 2, How Do We Use Science Tools?; Unit 1, Lesson 4, How Do Scientists Think?; Unit 3, Lesson 3, How Do Soils Differ?; Unit 5, Lesson 1, What Are Properties of Matter?; Unit 6, Lesson 2, How Can We Change Matter?; Unit 8, Lesson 2, How Do Forces Make Objects Move?; Unit 11, Lesson 1, What Are Plant Needs?; Unit 11, Lesson 3, Can Plants Survive in Different Environments?</p>

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SC.2.N.1.6	Explain how scientists alone or in groups are always investigating new ways to solve problems.	<p>SE: Unit 1, Lesson 5, pp. 37–40; Unit 1 Review, pp. 41–44; Unit 2, Lesson 1, pp. 47–58; Unit 2, Lesson 2, pp. 59–62; Unit 2, Lesson 3, pp. 63–74; Unit 2 Review, pp. 81–84</p> <p>TE: Unit 1, Lesson 5, pp. 37A–40A; Unit 1 Review, pp. 41–44; Unit 2, Lesson 1, pp. 47A–58A; Unit 2, Lesson 2, pp. 59A–62A; Unit 2, Lesson 3, pp. 63A–74A; Unit 2 Review, pp. 81–84</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 5, How Do We Solve a Problem?; Unit 2, Lesson 1, What Is the Design Process?; Unit 2, Lesson 2, How Can we Use the Design Process?; Unit 2, Lesson 3, What Is Technology?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 5, How Do We Solve a Problem?; Unit 2, Lesson 1, What Is the Design Process?; Unit 2, Lesson 2, How Can we Use the Design Process?; Unit 2, Lesson 3, What Is Technology?</p>
SC.2.P.8.1	Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.	<p>SE: Unit 1, Lesson 1, pp. 3–12; Unit 1, Lesson 4, pp. 27–36; Unit 1 Review, pp. 41–44; Unit 4, Lesson 1, pp. 117–128; Unit 4, Lesson 2, pp. 129–132; Unit 4 Review, pp. 151–154; Unit 5, Lesson 1, pp. 157–166; Unit 5, Lesson 2, pp. 167–170; Unit 5 Review, pp. 191–194; Unit 8, Lesson 3, pp. 263–272; Unit 8, Lesson 4, pp. 273–276; Unit 8 Review, pp. 281–284</p> <p>TE: Unit 1, Lesson 1, 3A–12A; Unit 1, Lesson 4, pp. 27A–36A; Unit 1 Review, pp. 41–44; Unit 4, Lesson 1, pp. 117A–128A; Unit 4, Lesson 2, pp. 129A–132A; Unit 4 Review, pp. 151–154; Unit 5, Lesson 1, pp. 157A–166A; Unit 5, Lesson 2, pp. 167A–170A; Unit 5 Review, pp. 191–194; Unit 8, Lesson 3, pp. 263A–272A; Unit 8, Lesson 4, pp. 273A–276A; Unit 8 Review, pp. 281–284</p> <p>Student Interactive Digital Curriculum: Unit 1, Lesson 1, How Do We Use Inquiry Skills?; Unit 1, Lesson 4, How Do Scientists Think?; Unit 4, Lesson 1, How Does Weather Change?; Unit 4, Lesson 2, How Does the Sun Heat Earth?; Unit 5, Lesson 1, What Are Properties of Matter?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 8, Lesson 3, What Are Magnets?; Unit 8, Lesson 4, How Strong Is a Magnet?</p> <p>Teacher Digital Management Center: Unit 1, Lesson 1, How Do We Use Inquiry Skills?; Unit 1, Lesson 4, How Do Scientists Think?; Unit 4, Lesson 1, How Does Weather Change?; Unit 4, Lesson 2, How Does the Sun Heat Earth?; Unit 5, Lesson 1, What Are Properties of Matter?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 8, Lesson 3, What Are Magnets?; Unit 8, Lesson 4, How Strong Is a Magnet?</p>
SC.2.P.8.2	Identify objects and materials as solid, liquid, or gas.	<p>SE: Unit 5, Lesson 3, pp. 171–180; Unit 5 Review, pp. 191–194</p> <p>TE: Unit 5, Lesson 3, pp. 171A–180A; Unit 5 Review, pp. 191–194</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 3, What Are Solids, Liquids, and Gasses?</p> <p>Teacher Digital Management Center: Unit 5, Lesson 3, What Are Solids, Liquids, and Gasses?</p>
SC.2.P.8.3	Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	<p>SE: Unit 5, Lesson 3, pp. 171–180; Unit 5 Review, pp. 191–194</p> <p>TE: Unit 5, Lesson 3, pp. 171A–180A; Unit 5 Review, pp. 191–194</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 3, What Are Solids, Liquids, and Gasses?</p> <p>Teacher Digital Management Center: Unit 5, Lesson 3, What Are Solids, Liquids, and Gasses?</p>
SC.2.P.8.4	Observe and describe water in its solid, liquid, and gaseous states.	<p>SE: Unit 5, Lesson 3, pp. 171–180; Unit 5 Review, pp. 191–194</p> <p>TE: Unit 5, Lesson 3, pp. 171A–180A; Unit 5 Review, pp. 191–194</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 3, What Are Solids, Liquids, and Gasses?</p> <p>Teacher Digital Management Center: Unit 5, Lesson 3, What Are Solids, Liquids, and Gasses?</p>

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SC.2.P.8.5	Measure and compare temperatures taken every day at the same time.	SE: Unit 4, Lesson 1, pp. 117–128; Unit 4 Review, pp. 151–154 TE: Unit 4, Lesson 1, pp. 117A–128A; Unit 4 Review, pp. 151–154 Student Interactive Digital Curriculum: Unit 4, Lesson 1, How Does Weather Change? Teacher Digital Management Center: Unit 4, Lesson 1, How Does Weather Change?
SC.2.P.8.6	Measure and compare the volume of liquids using containers of various shapes and sizes.	SE: Unit 5, Lesson 4, pp. 183–186; Unit 5 Review, pp. 191–194 TE: Unit 5, Lesson 4, pp. 183A–186A; Unit 5 Review, pp. 191–194 Student Interactive Digital Curriculum: Unit 5, Lesson 4, How Can We Compare Volumes? Teacher Digital Management Center: Unit 5, Lesson 4, How Can We Compare Volumes?
SC.2.P.9.1	Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.	SE: Unit 6, Lesson 1, pp. 197–206; Unit 6, Lesson 2, pp. 211–214; Unit 6 Review, pp. 217–220 TE: Unit 6, Lesson 1, pp. 197A–206A; Unit 6, Lesson 2, pp. 211A–214A; Unit 6 Review, pp. 217–220 Student Interactive Digital Curriculum: Unit 6, Lesson 1, How Does Matter Change?; Unit 6, Lesson 2, How Can We Change Matter? Teacher Digital Management Center: Unit 6, Lesson 1, How Does Matter Change?; Unit 6, Lesson 2, How Can We Change Matter?
SC.2.P.10.1	Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.	SE: Unit 7, Lesson 1, pp. 223–232; Unit 7, Lesson 2, 233–236; Unit 7 Review, pp. 243–246 TE: Unit 7, Lesson 1, pp. 223A–232A; Unit 7, Lesson 2, 233A–236A; Unit 7 Review, pp. 243–246 Student Interactive Digital Curriculum: Unit 7, Lesson 1, How Do We Use Energy?; Unit 7, Lesson 2, How Does the Sun Warm Our Home? Teacher Digital Management Center: Unit 7, Lesson 1, How Do We Use Energy?; Unit 7, Lesson 2, How Does the Sun Warm Our Home?
SC.2.P.13.1	Investigate the effect of applying various pushes and pulls on different objects.	SE: Unit 8, Lesson 1, 249–258; Unit 8, Lesson 2, pp. 259–262; Unit 8 Review, pp. 281–284 TE: Unit 8, Lesson 1, 249A–258A; Unit 8, Lesson 2, pp. 259A–262A; Unit 8 Review, pp. 281–284 Student Interactive Digital Curriculum: Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, How Do Forces Make Objects Move? Teacher Digital Management Center: Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, How Do Forces Make Objects Move?
SC.2.P.13.2	Demonstrate that magnets can be used to make some things move without touching them.	SE: Unit 8, Lesson 3, pp. 263–272; Unit 8, Lesson 4, pp. 273–276; Unit 8 Review, pp. 281–284 TE: Unit 8, Lesson 3, pp. 263A–272A; Unit 8, Lesson 4, pp. 273A–276A; Unit 8 Review, pp. 281–284 Student Interactive Digital Curriculum: Unit 8, Lesson 3, What Are Magnets?; Unit 8, Lesson 4, How Strong Is a Magnet? Teacher Digital Management Center: Unit 8, Lesson 3, What Are Magnets?; Unit 8, Lesson 4, How Strong Is a Magnet?

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SC.2.P.13.3	Recognize that objects are pulled toward the ground unless something holds them up.	<p>SE: Unit 8, Lesson 1, pp. 249–258; Unit 8 Review, pp. 281–284</p> <p>TE: Unit 8, Lesson 1, pp. 249A–258A; Unit 8 Review, pp. 281–284</p> <p>Student Interactive Digital Curriculum: Unit 8 Lesson 1, What Are Forces?</p> <p>Teacher Digital Management Center: Unit 8 Lesson 1, What Are Forces?</p>
SC.2.P.13.4	Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.	<p>SE: Unit 8, Lesson 1, 249–258; Unit 8, Lesson 2, 259–262; Unit 8 Review, pp. 281–284</p> <p>TE: Unit 8, Lesson 1, 249A–258A; Unit 8, Lesson 2, 259A–262A; Unit 8 Review, pp. 281–284</p> <p>Student Interactive Digital Curriculum: Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, How Do Forces Make Objects Move?</p> <p>Teacher Digital Management Center: Unit 8, Lesson 1, What Are Forces?; Unit 8, Lesson 2, How Do Forces Make Objects Move?</p>
LAFS.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>In every core content lesson, children use the strategies in Claims • Evidence • Reasoning, Active Reading, and Develop Science Concepts to describe the connections between scientific ideas or concept or steps in technical procedures in a text. The following are some of the many examples:</p> <p>TE: Unit 2, Lesson 1, p. 50; Unit 4, Lesson 4, p. 138; Unit 7, Lesson 1, p. 228; Unit 11, Lesson 4, p. 380</p>
LAFS.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>In every core content lesson, children use the strategies in Develop Science Vocabulary and Active Reading to determine the meanings of words in the text. The following are some of the many examples:</p> <p>TE: Unit 2, Lesson 1, p. 48; Unit 4, Lesson 1, p. 120; Unit 6, Lesson 1, p. 202; Unit 9, Lesson 1, p. 288</p>
LAFS.2.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>In every core content lesson, children read and comprehend Grade 2 informational texts, including science texts. The following are some of the many examples:</p> <p>TE: Unit 1, Lesson 4, p. 28; Unit 3, Lesson 1, p. 88; Unit 6, Lesson 1, p. 198; Unit 11, Lesson 1, p. 352</p>

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LAFS.2.SL.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	In every core content lesson, children use the strategies in Develop Science Concepts , Develop Inquiry Skills , and Interpret Visuals to participate in collaborative conversations. The following are some of the many examples: TE: Unit 3, Lesson 1, p. 92; Unit 6, Lesson 1, p. 201; Unit 7, Lesson 1, p. 226; Unit 10, Lesson 1, p. 317
LAFS.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	In every inquiry lesson, children participate in shared research and writing projects when they record science observations. For example: TE: Unit 1, Lesson 5, p. 40; Unit 2, Lesson 4, p. 78; Unit 6, Lesson 2, p. 213; Unit 10, Lesson 2, p. 327
LAFS.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.	At the end of every core content lesson, children use the strategies in the Florida Writing Connection to recall or gather information to write about science topics. For example: TE: Unit 1, Lesson 4, p. 36A; Unit 3, Lesson 1, p. 96A; Unit 7, Lesson 1, p. 232A; Unit 10, Lesson 3, p. 340A
HE.2.B.5.2	Name healthy options to health-related issues or problems.	SE: Unit 9, Lesson 1, pp. 287–298 TE: Unit 9, Lesson 1, pp. 287A–298A Student Interactive Digital Curriculum: Unit 9, Lesson 1, What Makes Up the Human Body? Teacher Digital Management Center: Unit 9, Lesson 1, What Makes Up the Human Body?

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HE.2.C.1.5	Recognize the locations and functions of major human organs.	<p>SE: Unit 9, Lesson 1, pp. 287–298; Unit 9, People In Science, pp. 299–300; Unit 9, Lesson 2, pp. 301–304</p> <p>TE: Unit 9, Lesson 1, pp. 287A–298A; Unit 9, People In Science, pp. 299–300; Unit 9, Lesson 2, pp. 301A–304A</p> <p>Student Interactive Digital Curriculum: Unit 9, Lesson 1, What Makes Up the Human Body?; Unit 9, People In Science: Dr. Patricia Bath; Unit 9, Lesson 2, What Changes Your Heart Rate?</p> <p>Teacher Digital Management Center: Unit 9, Lesson 1, What Makes Up the Human Body?; Unit 9, People In Science: Dr. Patricia Bath; Unit 9, Lesson 2, What Changes Your Heart Rate?</p>
MAFS.2.MD.4.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	<p>SE: Unit 5, Lesson 1, p. 160, Unit 5, Lesson 2, 167–170; Unit 8, Lesson 2, p. 267</p> <p>TE: Unit 5, Lesson 1, p. 160, Unit 5, Lesson 2, 167A–170A; Unit 8, Lesson 2, p. 267</p> <p>Student Interactive Digital Curriculum: Unit 5, Lesson 1, What Are Properties of Matter?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 8, Lesson 2, How do Forces Make Objects Move?</p> <p>Teacher Digital Management Center: Unit 5, Lesson 1, What Are Properties of Matter?; Unit 5, Lesson 2, How Can We Measure and Compare?; Unit 8, Lesson 2, How do Forces Make Objects Move?</p>
MAFS.2.MD.4.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	<p>SE: Unit 4, Lesson 2, p. 131; Unit 5, Lesson 4, p. 185; Unit 7, Lesson 2, p. 235; Unit 8, Lesson 2, p. 261; Unit 9, Lesson 1, p. 295, Unit 9, Lesson 2, p. 303; Unit 10, Lesson 3, p. 331; Unit 11, Lesson 2, p. 363</p> <p>TE: Unit 4, Lesson 2, p. 131; Unit 5, Lesson 1, p. 162, Unit 5, Lesson 4, p. 185; Unit 7, Lesson 2, p. 235; Unit 8, Lesson 2, p. 261; Unit 9, Lesson 1, p. 295, Unit 9, Lesson 2, p. 303; Unit 10, Lesson 3, p. 331; Unit 11, Lesson 2, p. 363</p> <p>Student Interactive Digital Curriculum: Unit 4, Lesson 2, How Does the Sun Heat Earth?; Unit 5, Lesson 1, What Are Properties of Matter?; Unit 5, Lesson 4, How Can We Compare Volumes?; Unit 7, Lesson 2, How does the Sun Warm Our Home?; Unit 8, Lesson 2, How Do Forces Make Objects Move?; Unit 9, Lesson 1, What Makes Up the Human Body?; Unit 9, Lesson 2, What Changes Your Heart Rate?; Unit 10, Lesson 3, What Are Some Plant Life Cycles?; Unit 11, Lesson 2, What Are Animal Needs?</p> <p>Teacher Digital Management Center: Unit 4, Lesson 2, How Does the Sun Heat Earth?; Unit 5, Lesson 1, What Are Properties of Matter?; Unit 5, Lesson 4, How Can We Compare Volumes?; Unit 7, Lesson 2, How does the Sun Warm Our Home?; Unit 8, Lesson 2, How Do Forces Make Objects Move?; Unit 9, Lesson 1, What Makes Up the Human Body?; Unit 9, Lesson 2, What Changes Your Heart Rate?; Unit 10, Lesson 3, What Are Some Plant Life Cycles?; Unit 11, Lesson 2, What Are Animal Needs?</p>
ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	<p>In the English Language Learners activities in every lesson, children communicate information, ideas, and concepts in the content area of Science. See, for example, the following:</p> <p>TE: Unit 1, Lesson 2, p. 15; Unit 3, Lesson 1, p. 90; Unit 5, Lesson 3, p. 174; Unit 9, Lesson 1, p. 292</p>
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	<p>In the English Language Learners activities in every lesson, children communicate for social and instructional purposes. See, for example, the following:</p> <p>TE: Unit 2, Lesson 3, p. 68; Unit 4, Lesson 1, p. 118; Unit 6, Lesson 1, p. 202; Unit 10, Lesson 1, p. 316</p>